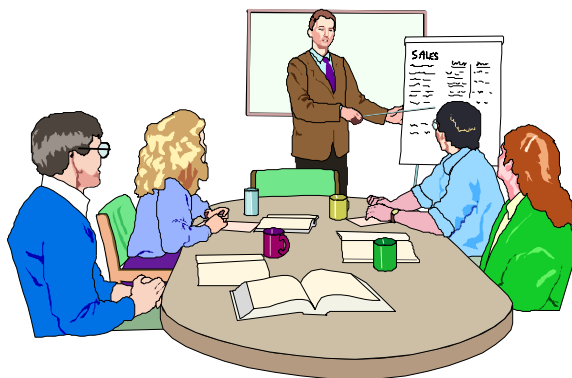


Data RetreatSM

Preparation Packet 2003:

To prepare for the 2003 Data RetreatSM



Welcome to your 2003 Data RetreatSM!

The purpose for the Data RetreatSM is for your team to analyze your school's effectiveness and set goals for improvement. Your team is promised a wonderful time of reflective collaboration, illumination and will leave with focused, inspired plans for improvement. The success of your retreat will be due, largely on your preparation. This packet has been designed for use by the leadership team who will be attending the data retreat. Use these guidelines to prepare your team and organize your data.

We look forward to your joining us.

South Dakota Department of Education
605-773-6400

Dear School or District Leader,

The 2003 Data RetreatSM is a revised, improved process from previous years. This preparation phase has subsequently been revised to reflect these improvements. I hope you will find the process helpful, not only for the Data RetreatSM, but for your system's data management process.

Our Data RetreatSM

Dates: _____ Start Time: _____ End Time: _____

Team Members who will Attend the Data RetreatSM:

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.
16.	17.	18.
19.	20.	21.

Introduction

This packet is designed to help your leadership team prepare for your upcoming Data RetreatSM. The more prepared you are, the more successful your retreat experience. There are three major steps to preparing for the retreat. Use this packet with your leadership team to share the responsibilities for data collection and preparation.

- Team Preparation
- Data Sources
- Data Collection and Organization



I. Preparation of the Team—How have you prepared the team for the retreat?

Think about assembly of the team for the retreat. There are several steps that will help your team be prepared.



A. Establish Team Members

1. District administrators (if district retreat)
2. School principal
3. Grade level representative teachers
4. Subject area representation
5. Guidance counselors
6. Special education teachers
7. Program coordinators (reading specialists, etc.)

B. Prepare the Team

1. Discuss the purpose for the data retreat—to analyze your school's effectiveness and set goals for improvement.
2. Review the dates, times and expectations for attendance at the retreat.
3. Discuss team roles and team effectiveness.
4. Involve the team in data collection and organization – make data assignments.

The effective team (each individual member and collectively):

- works **interdependently** to achieve increasingly higher standards of performance through continuous improvement in cohesiveness and outcomes
- has a clear **sense of purpose** for the retreat; this can be done through a mission statement or team charter
- understands the team's **empowerment**
 - what decisions will be the sole responsibility of the team
 - what decisions will be made collaboratively between the team and administration
 - what decisions will be reserved for management, but with team input
 - what decisions will be reserved for management but without team input
- develops a system to **document** the team's work
- understands responsibilities of **team roles**, such as: team leader, team facilitator, team member, team recorder, team gopher
- establishes and understands **ground rules** for team conduct
- has a **self-evaluative** process to keep the team on track
- understands the various ways the team can make **decisions**:
 - a minority decision (when only a few are affected, or there is limited time)
 - a majority decision (quick, efficient, best for lesser important decisions)
 - a unanimous decision (fosters commitment; uses group think by working harmoniously together)
 - a consensus decision (a state of mutual agreement where all individual legitimate concerns have been addressed to the satisfaction of the team)

II. Data Sources—What data must be brought?

There are several data sources that are common to all South Dakota schools and districts. Dakota STEP results from grades 3-8 and 11 are available. For the September retreats, the department will supply this information for each school and district in attendance. This will include:

-

II. Data Sources—Which data is important to us?

As a team, what questions do you want to investigate about your school's effectiveness? Use a group process to generate important questions you'd like to probe during the retreat.

Questions we have about our school's effectiveness:

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

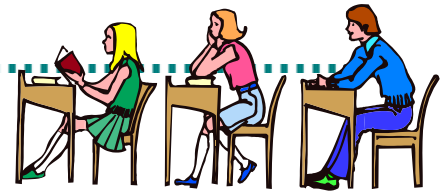
To plan for the Data RetreatSM, think about the data that is important to you within the following 4 lenses of data:

1. Student Data
2. Professional Practices Data
3. Programs & Structures Data
4. Family & Community Data



Use the questions you generated and the worksheets that follow to guide your data collection and organization. Please note that these lists are starting points for you, presenting a fairly comprehensive list of possible data for you to collect. Some of the data may not be relevant for you and some may not be attainable for you. Blank spaces are provided for you to enter any additional local data important for your team.

Student Data—data that tells you about how your students are learning, who they are, and what they do.



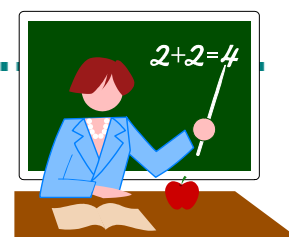
Which Data? (Based on your questions from page 3)	3=Very Important 2=Somewhat Important 1=Not Important	Where is the data located? (Electronic or Hard Copy?)	Who will access & prepare the data? (duplicate the data for the team)	Collected and Prepared (✓)	
				Yes	No
Student Achievement Data—Evidence of Student Learning					
State Test Data for past 3-5 years— <u>School Proficiency Summaries</u> All Grades, Subjects, & Subgroups					
State Test Data for past 3-5 years— <u>Skill/Standard Reports</u> All Grades & Subjects					
State Test Data for current year— <u>Results by Student</u> All Grades & Subjects					
State Test Data for current year— <u>Item Data</u> (if available) All Grades & Subjects					
Local Pre-School/Kindergarten Data:					
Local K-2 Literacy Data (specify):					
Local K-2 Literacy Data (specify):					
Local K-2 Literacy Data (specify):					

Which Data? (Based on your questions from page 3)	3=Very Important 2=Somewhat Important 1=Not Important	Where is the data located? (Electronic or Hard Copy?)	Who will access & prepare the data? (duplicate the data for the team)	Collected and Prepared (✓)	
				Yes	No
Local Assessment Data of Reading(specify):					
Local Assessment Data of Mathematics (specify):					
Local Assessment Data of Writing(specify):					
Course Grades					
Report Card Grades					
Standards Proficiency Data:					
ACT /SAT					
ASVAB					
Graduation Data					
Student Perceptions Data—Evidence of Student Behaviors, Attitudes and Values					
Assets Survey by School					
Student Attitude Survey					
Discipline Referrals Data					
Truancy Attendance					
Suspensions/Expulsions					
Drop Out Data					

Which Data? (Based on your questions from page 3)	3=Very Important 2=Somewhat Important 1=Not Important	Where is the data located? (Electronic or Hard Copy?)	Who will access & prepare the data? (duplicate the data for the team)	Collected and Prepared (✓)	
				Yes	No
Student Demographic Data—Evidence about who your Students Are					
5-Years of Demographic Data by Grade					
Racial Minorities					
Hispanic					
Gender					
Free/Reduced Lunch					
Student Enrollment Data—Evidence of Student Enrollment in Programs					
Total Enrollment FAY (full academic year)					
Enrollment in Special Education (by disability)					
Enrollment/eligible for Title I					
Enrollment in ELL (English Language Learning) program:					
Enrollment in Summer School (Remedial) Programs					
Enrollment in before or after school programs for “at-risk” students					
Enrollment in embedded academic support programs (during the school day)					
Enrollment in college-bound courses					
Enrollment in extra-curricular Activities					

[illegible]

Professional Practices Data—data that tells you about how your teachers are teaching, who they are, and how they are continuing to learn.



Which Data? (Based on your questions from page 3)	3=Very Important 2=Somewhat Important 1=Not Important	Where is it located? (Electronic or Hard Copy?)	Who will access & prepare it? (duplicate the data for the team)	Collected and Prepared (✓)	
				Yes	No
Teacher Qualifications Data—Evidence of Teacher Qualifications					
State certification data for all teachers on staff					
Teaching assignments for all teachers					
Higher education data for all teachers					
Years of experience and certification of teachers teaching challenging learners					
Teacher Practices Data—Evidence of Teacher Practice in the Classroom (to exclude teacher evaluation data on individual teachers)					
Checklist data of teacher classroom strategies					
Teacher self-assessment of strategies used					
Lesson or Unit Plan Data					
Data on Integration of Technology in the Classroom					
Technology Skills Data					

Which Data? (Based on your questions from page 3)	3=Very Important 2=Somewhat Important 1=Not Important	Where is it located? (Electronic or Hard Copy?)	Who will access & prepare it? (duplicate the data for the team)	Collected and Prepared (✓)	
				Yes	No
Teacher Professional Development Data—Evidence of Teacher Growth & Learning					
Lists of professional development activities for past 1 to 3 years					
Ratings of professional development activities for past 1-3 years					
Descriptions or ratings of research-based trainings					
Attendance rates at professional development activities					
Records of coaching or other follow-up professional development					
Data on teacher mentors					
Data on training on the 10 WI teacher standards					
Teacher Perceptions Data—Evidence of Teacher Attitude, Behavior and Values					
Teacher survey data					
Summaries of (anonymous) Teacher self-assessment data					
Teacher attendance					
Teacher volunteerism for extra duties					
Teacher volunteerism in community activities connected to school					
Teacher turnover data					



Programs and Structures Data—data that describes the parameters and facts about the programs and structures in your school's organization.

Which Data? (Based on your questions from page 3)	3=Very Important 2=Somewhat Important 1=Not Important	Where is it located? (Electronic or Hard Copy?)	Who will access & prepare it? (duplicate the data for the team)	Collected and Prepared (✓)	
				Yes	No
Programs Data—Evidence About the Programs We Provide					
Curriculum data – checklists or ratings of curriculum components					
Dates and status of curriculum and assessment policies					
Lists of all subjects and courses taught					
Descriptions of course and program paths					
Data on classroom interruptions for special programs and events					
Number of instructional minutes for extended learning programs					
Data on music, athletics, or other “special” programs schedules					
Data on enrichment programs for “gifted and talented” student					
Textbook and other materials adoptions data					

Which Data? (Based on your questions from page 3)	3=Very Important 2=Somewhat Important 1=Not Important	Where is it located? (Electronic or Hard Copy?)	Who will access & prepare it? (duplicate the data for the team)	Collected and Prepared (✓)	
				Yes	No
Structures Data—Evidence about our Organizational and Facility Structures					
Length of available instructional minutes for every subject taught					
Data on current teacher team meetings—time and schedules					
Data on available time for teachers to meet in teams/committees					
Data on teacher proximity (closeness of like grade levels or subjects)					
Data on “leadership” team meetings					
Checklist or ratings of evidence of “Professional Learning Communities” philosophies (Dufour)					
Facilities checklists					
Budget Information					

Family and Community Data—data that describes family and community involvement with and perceptions about the school



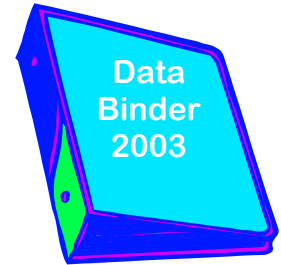
Which Data? (Based on your questions from page 3)	3=Very Important 2=Somewhat Important 1=Not Important	Where is it located? (Electronic or Hard Copy?)	Who will access & prepare it? (duplicate the data for the team)	Collected and Prepared (✓)	
				Yes	No
Family Data—Evidence About Parent Involvement and Perceptions					
Parent volunteerism data					
Parent attendance at teacher conferences					
PTO participation					
Parent survey data					
Logs of parent complaints					
Parent attendance at school events					
Data about parent homework support					
Community Data—Evidence About Community Involvement and Perceptions					
Community volunteerism data					
Participation in school/community initiatives					
Community survey data					
Logs of community complaints					

CESA 7 School Improvement Services

Which Data? (Based on your questions from page 3)	3=Very Important 2=Somewhat Important 1=Not Important	Where is it located? (Electronic or Hard Copy?)	Who will access & prepare it? (duplicate the data for the team)	Collected and Prepared (✓)	
				Yes	No
Community attendance at school events					
Data on referendums					
Data on school board meeting tone & outcomes					
Data on local newspaper stories and editorials					

III. Data Collection and Organization—How have you prepared the data for the retreat?

Assemble a “DATA BINDER” for use by each team member at the retreat. The binder should be clearly organized with tabs to facilitate locating data.



Data Collection Considerations

If you are using a Data Warehouse, examine how it can help you organize data for the retreat. All of the four lenses of data should eventually be captured in your warehouse.

1. Student Data

- Organize by years
- Electronic--Most of your student data should be entered in your student information management system. Have the data your team has selected printed out in clearly readable reports.
- Hard copies--Note that electronic state test data may not have been disseminated prior to the retreat. In this case, bring hard copies of test data.
- All student data should be clearly identified, copied and inserted into the Data Binder.

2. Professional Practice Data

- If you do not have a database for teacher data, start with a simple spreadsheet program like MS Excel. Enter each teacher's name, the DPI “Person Key” code as an ID code for each teacher. (See DPI Educator Licensing Website).
- All teacher data should be captured by code, copied and entered into the Data Binder (do not enter teacher evaluation data here).
- If you have not established a system for rating professional development, do so now. For example ...

Professional Development Activity	Rate: 4= Strongly Agree; 3= Agree, 2=Disagree, 1=Strongly Disagree			
	Based on Research Findings	Follow-Up Application into Classroom	Aligned to 10 Teacher Standards	Aligned to Student Academic or Lifelong Learning Standards

3. Programs and Structures Data

- a. This is the lens of data where most hypotheses are generated. Typically, schools talk about this information, but are lacking factual data. Now is an ideal time to begin the collection of important program data.
- b. Organize by name of program or course. Create a simple spreadsheet program organized by program names. Enter relevant factual information using your source list.
- c. Once entered, make copies and insert into the Data Binder.

4. Family and Community Data

- a. Begin database for each family that has children in the school. Enter the relevant involvement and perceptions data by parent name.
- b. Some data will not be identifiable by parent name, and must be captured in aggregate (such as economic information)
- c. Regarding public relations data with the community, keep a file by month, and log newspaper ratings of editorials and other events, so that trends may be analyzed.
- d. When data are collected, summarize and insert into the data binder.

A Word About Data Summaries

Advanced work looking at the data will help your team. However, when summarizing data, be sure to involve team members. Also, be sure to bring the original raw data in at least one copy to the retreat. The Data RetreatSM process emphasizes team illumination and collaboration. If conclusions are drawn in advance of the retreat, ownership can be jeopardized.

